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will lay the foundations of a higher type of social activities in the rural communities of the future, so that the cultured classes of the community will be glad to co-operate in the social uplift of all.

POSSIBILITIES FOR CONSTRUCTIVE LEADERSHIP

In the consolidated or centralized school there is also a better opportunity to secure constructive leadership from among the teachers. The consolidated school with its high-school department demands better trained and better prepared teachers than does the typical one-room school which is content with a teacher who has a modicum of scholarship, training, and initiative. The college graduate who teaches in the high school and the normal or college graduate who teaches in the grades offer better material for leadership by reason of their scholarship, their special training, and their social experience.

In the corps of teachers of the consolidated school, there is usually one who has specialized in music and who is capable of teaching and drilling children, so that appropriate music, an essential of all community gatherings, may be furnished by the children of the parents of the community. Under the direction of the domestic-science teacher the pupils of the school may demonstrate the quality of their work in the culinary art to the satisfaction and pride of parents and friends. The one-room system is defective in providing capable leadership from among its teachers. The consolidated school need not be handicapped by this defect, as it has opportunity to provide fit material from among its corps of high-class teachers.

BETTER BUILDINGS AND EQUIPMENT

Suitable buildings and adequate equipment are necessary for modern community centers. A well-lighted and well-arranged auditorium, a piano, a library and reading-room, a gymnasium for winter function, and financial backing sufficient for the maintenance of these essentials are needed in a modern community center. A modern consolidated school usually provides the requisites mentioned above. If not, because of the union of financial resources that obtains in a consolidated school district, these things may usually be provided without financial strain. Community meetings held under favorable conditions will secure a larger attendance and greater enjoyment than when held in buildings poorly arranged, badly lighted, and scantily equipped. When meetings with helpful, interesting, and elevating programs are held in a properly equipped building under competent management in connection with an institution in

which all are interested, there can be no serious doubt as to the successful future of such efforts.

IT WILL CHECK CITYWARD MIGRATION

The centralized or consolidated school is the twentieth-century solution of the existing rural social and educational problems. The emigration of families to the city has no economic reason; for the cost of living in the city is always higher than on the farm. The chief reason for emigration from the farm is for better educational and social advantages which the centralized school may secure for the community. Modern conditions have added new elements to the educational and social problems of rural communities, making a twentieth-century solution necessary. Any adequate solution must take into consideration the new elements of the rural problem. The increased difficulties of the modern rural problems must be met by increased efficiency in the institution which promises solution. The centralized or consolidated school not only can be made to offset the destructive forces of the rural community, but is a constructive agency by which life in rural communities can be made permanently satisfying. The efficient rural school of the future, which can be no other than a consolidated or centralized school, can be made so broad in scope as to reach the whole community and so efficient in administration as to meet the laudable desires of rural people for educational and social advantages not much inferior in opportunities for development and enjoyment to those offered in urban communities. Other improvements may be made and will be made as a result of the improvement in school facilities, but centralization of consolidation must first be secured; for every improvement in rural life and education depends either partially or entirely upon the consolidation of schools for its permanent success.

TRAINING FOR SERVICE

Education in a democracy may be regarded from two points of view: the welfare of the community as a whole, and the welfare of the individuals of whom it is composed. These two ought in the main to coincide, and must do so, if the hopes of democracy are to be realized. It is not difficult to show that this is the case in respect to education. The welfare of the community requires the best equipped men it can procure; men who will place at its disposal in the largest measure the resources of nature, of the arts, of the manifold benefits acquired by the slow progress of civilization; men whose minds are trained to see clearly and to think straight; men of wide knowledge and interests, with a broad and kindly outlook upon life and its problems.—President A. LAWRENCE LOWELL, of Harvard University.